



Holly Springs-Motlow Elementary

325 Motlow School Rd.
Campobello, SC 29322

Grades	PK-6 Elementary School	
Enrollment	397 Students	
Principal	William Ott Sizemore	864-895-2453
Superintendent	Dr. Jimmy Littlefield	864-472-2846
Board Chair	Mr. Michael Smith	864-472-2846

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Below Average
2007	Good	Below Average
2006	Good	Good
2005	Good	Average
2004	Good	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

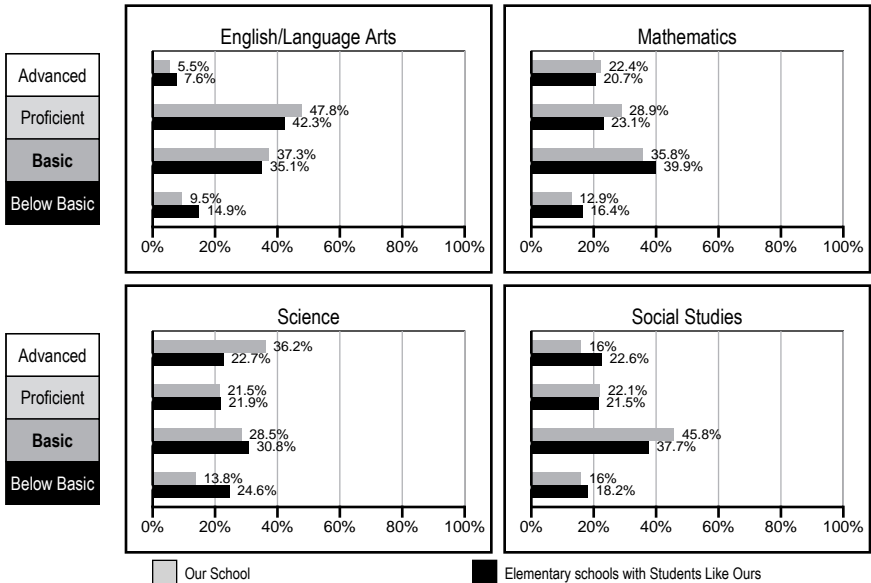
98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	30	55	4	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=397)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.6%	Down from 3.7%	2.1%	2.3%
Attendance rate	96.4%	Up from 96.0%	96.4%	96.3%
Eligible for gifted and talented	15.3%	Up from 14.1%	12.5%	10.4%
With disabilities other than speech	8.3%	Down from 10.6%	7.6%	7.5%
Older than usual for grade	0.3%	Down from 1.0%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	69.0%	Up from 65.4%	56.0%	56.7%
Continuing contract teachers	93.1%	Up from 84.6%	77.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.2%	Up from 88.9%	88.0%	86.4%
Teacher attendance rate	95.8%	Up from 95.2%	95.0%	94.9%
Average teacher salary	\$48,154	Up 4.3%	\$45,339	\$45,345
Professional development days/teacher	10.0 days	Down from 17.0 days	12.1 days	12.6 days
School				
Principal's years at school	23.0	Up from 22.0	4.0	4.0
Student-teacher ratio in core subjects	23.8 to 1	Up from 13.9 to 1	19.2 to 1	18.5 to 1
Prime instructional time	91.2%	Up from 89.8%	90.3%	89.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,455	Down 2.4%	\$6,441	\$7,052
Percent of expenditures for instruction*	67.0%	Up from 66.8%	70.0%	69.1%
Percent of expenditures for teacher salaries*	65.7%	Up from 65.1%	65.5%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

On behalf of the faculty, staff, and administration of Holly Springs-Motlow Elementary School, I would like to express my appreciation to each of you for the support you have given HSM during the 2007-2008 school year. It is indeed a pleasure to be associated with such a great school and community. Through the combined efforts of our school and community, HSM has been an award-winning school in several venues. We will continue this effort in the coming academic year with an even greater concentration on early literacy. IBM was a business partner with us for the second year.

As always, a safe and secure environment that focuses on student achievement and personal integrity remains the priority at Holly Springs-Motlow Elementary. HSM boasts a highly qualified faculty that works hard in the improvement process to align all activities with the mission of the school.

We know that students' achievement, short and long-term, is directly related with the participation of parents in their children's education. Thank you once again for you support.

David Craft, Principal
Shannon Bradley, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	43	38
Percent satisfied with learning environment	100.0%	95.2%	97.3%
Percent satisfied with social and physical environment	100.0%	100.0%	89.2%
Percent satisfied with school-home relations	100.0%	95.3%	81.6%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	217	100	9.5	37.3	47.8	5.5	67.7	54.9	48.2	Yes	Yes
Gender											
Male	115	100	10.4	40.6	44.3	4.7	65.1	48.8	41.7	N/A	N/A
Female	102	100	8.4	33.7	51.6	6.3	70.5	61.4	55	N/A	N/A
Racial/Ethnic Group											
White	203	100	9.1	38	47.1	5.9	67.9	57.9	60	Yes	Yes
African American	5	I/S	I/S	I/S	I/S	I/S	I/S	36	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60.7	70.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	49.4	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	23	100	40	55	5	0	15	11.7	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	47.9	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	110	100	14.7	46.3	37.9	1.1	54.7	43.3	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	217	100	12.9	35.8	28.9	22.4	67.2	52.4	45.8	Yes	Yes
Gender											
Male	115	100	13.2	34	28.3	24.5	70.8	53.9	45.6	N/A	N/A
Female	102	100	12.6	37.9	29.5	20	63.2	50.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	203	100	12.3	35.3	30.5	21.9	67.4	55.1	59	Yes	Yes
African American	5	I/S	I/S	I/S	I/S	I/S	I/S	35.7	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.6	71.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	40.5	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	23	100	60	35	5	0	10	15.3	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	45.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	110	100	20	42.1	25.3	12.6	55.8	42	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	142	100	13.8	28.5	21.5	36.2	57.7	48	35.7	96.4	96.4
Gender											
Male	75	100	15.9	26.1	15.9	42	58	51.5	37.4	96.4	96.4
Female	67	100	11.5	31.1	27.9	29.5	57.4	44.1	33.8	96.4	96.5
Racial/Ethnic Group											
White	135	100	13	27.6	22.8	36.6	59.3	51.3	49.2	96.4	96.3
African American	3	I/S	I/S	I/S	I/S	I/S	I/S	27.5	17	95.6	96.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60	58	N/A	97.1
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	32.7	24.9	97.1	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	96.7	95.9
Disability Status											
Disabled	16	100	46.2	46.2	0	7.7	7.7	17.2	14	96.6	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	38.1	24.4	96.6	96.7
Socio-Economic Status											
Subsided meals	69	100	19	32.8	20.7	27.6	48.3	36.9	21.1	95.8	95.9

Social Studies

All Students	140	100	16	45.8	22.1	16	38.2	39.8	34	96.4	96.4
Gender											
Male	74	100	14.7	38.2	27.9	19.1	47.1	47	36.6	96.4	96.4
Female	66	100	17.5	54	15.9	12.7	28.6	32	31.3	96.4	96.5
Racial/Ethnic Group											
White	129	100	17.5	45	21.7	15.8	37.5	41.4	44.5	96.4	96.3
African American	3	I/S	I/S	I/S	I/S	I/S	I/S	25.3	19.1	95.6	96.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	55.6	58.9	N/A	97.1
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	40.4	27.5	97.1	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	96.7	95.9
Disability Status											
Disabled	15	100	35.7	64.3	0	0	0	16.1	14.4	96.6	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	44.2	27.3	96.6	96.7
Socio-Economic Status											
Subsided meals	71	100	25.8	54.8	12.9	6.5	19.4	31.1	21	95.8	95.9

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	54	100	2.1	31.3	58.3	8.3	66.7
	4	45	100	7.3	56.1	36.6	0	36.6
	5	43	100	7.9	39.5	50	2.6	52.6
	6	53	100	19.1	46.8	25.5	8.5	34
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	57	100	9.3	24.1	61.1	5.6	66.7
	4	65	100	10	23.3	60	6.7	66.7
	5	51	100	9.1	68.2	22.7	0	22.7
	6	44	100	9.3	41.9	39.5	9.3	48.8
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	54	100	12.5	39.6	31.3	16.7	47.9
	4	45	100	7.3	41.5	31.7	19.5	51.2
	5	43	100	5.3	39.5	26.3	28.9	55.3
	6	53	100	17	40.4	12.8	29.8	42.6
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	57	100	13	46.3	33.3	7.4	40.7
	4	65	100	13.3	23.3	30	33.3	63.3
	5	51	100	22.7	47.7	27.3	2.3	29.5
	6	44	100	2.3	27.9	23.3	46.5	69.8
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	26	100	8.7	34.8	26.1	30.4	56.5
	4	45	97.8	30	37.5	17.5	15	32.5
	5	22	100	5.6	16.7	16.7	61.1	77.8
	6	28	100	33.3	41.7	4.2	20.8	25
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	29	100	14.8	25.9	33.3	25.9	59.3
	4	65	100	10	33.3	20	36.7	56.7
	5	26	100	31.8	40.9	13.6	13.6	27.3
	6	22	100	4.8	4.8	19	71.4	90.5
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	28	100	4	20	44	32	76
	4	45	100	19.5	53.7	14.6	12.2	26.8
	5	21	95.2	35	50	10	5	15
	6	25	100	30.4	47.8	4.3	17.4	21.7
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	28	100	11.1	40.7	25.9	22.2	48.1
	4	65	100	8.3	45	31.7	15	46.7
	5	25	100	45.5	31.8	9.1	13.6	22.7
	6	22	100	13.6	68.2	4.5	13.6	18.2
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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